CASTLE DONINGTON COLLEGE CAREERS POLICY

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Date for review:	**Autumn Term 2027**
Policy owner:	Careers Leaders: Mr Nathan Barratt (Senior Careers Lead) and Ms Sabrina Najib (Careers Leader)

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Policy Statement

Castle Donington College is committed to delivering a comprehensive, impartial and inclusive programme of Careers Education, Information, Advice and Guidance (CEIAG) that enables all students to make informed decisions regarding their future education, training and employment pathways.

The College recognises the significant contribution that effective careers education makes to raising aspirations, supporting personal development, improving student outcomes and preparing young people for successful adult lives. Careers education is a vital component of the College's commitment to developing confident, ambitious and resilient learners who are equipped to contribute positively to society and the economy.

The careers programme is designed to support the priorities identified within the Castle Donington College Strategic Planning and School Improvement Plan, particularly those relating to Ambition and Aspiration, Personal Development, Inclusion, Raising Standards, and improving outcomes for disadvantaged and SEND learners.

This policy sets out the College's commitment to meeting statutory responsibilities and delivering careers provision that aligns with the Gatsby Benchmarks, the Careers Development Institute (CDI) Framework, Department for Education statutory guidance and the expectations of Ofsted.

Vision

The vision of Castle Donington College is that every student, irrespective of background, ability, need or personal circumstance, will leave the College equipped with the knowledge, skills, attributes and ambition required to achieve a successful future.

The College seeks to ensure that every student develops a clear understanding of the opportunities available to them, gains meaningful experiences of the workplace and is empowered to make informed decisions throughout their educational journey.

Through high-quality careers education, students will develop the confidence, resilience and adaptability required to thrive in an evolving labour market and successfully transition into further education, training or employment.

The College's careers provision is underpinned by its core values:

Work Hard • Be Kind • Take Responsibility

Aims

The aims of the Careers Education, Information, Advice and Guidance programme are to:

- Provide a stable and progressive careers programme that reflects statutory requirements and recognised best practice.
- Raise aspirations and broaden students' understanding of available opportunities.
- Enable students to make informed and realistic decisions regarding their future pathways.
- Develop the knowledge, skills and personal qualities required for lifelong employability.
- Ensure students understand the relevance of curriculum learning to future career opportunities.
- Promote equality, diversity and inclusion by removing barriers to progression.
- Reduce the likelihood of students becoming Not in Education, Employment or Training (NEET).
- Provide meaningful encounters with employers, employees and education providers.
- Improve students' understanding of labour market information and future employment trends.
- Support successful transitions at key educational stages.
- Engage parents, carers, employers and community partners in supporting student progression.
- Monitor and evaluate the effectiveness of careers provision to ensure continuous improvement.

Statutory Requirements

This policy is informed by and operates in accordance with:

- Department for Education Statutory Guidance for Careers Education.
- The Gatsby Benchmarks of Good Career Guidance.

- The Careers Development Institute Framework.
- The Baker Clause and Provider Access Legislation.
- The Education Act 1997.
- Skills and Post-16 Education Act 2022
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- The Equality Act 2010.
- The SEND Code of Practice.

The College is committed to ensuring that all students receive information regarding the full range of academic, vocational and technical pathways available to them.

Gatsby Benchmark Commitment

Castle Donington College is committed to achieving and maintaining all eight Gatsby Benchmarks as the foundation of a high-quality careers programme.

The College will evaluate its provision annually through Compass+ and use the outcomes of self-assessment to inform future planning and improvement.

The Gatsby Benchmarks are:

1. A Stable Careers Programme.
2. Learning from Career and Labour Market Information.
3. Addressing the Needs of Each Pupil.
4. Linking Curriculum Learning to Careers.
5. Encounters with Employers and Employees.
6. Experiences of Workplaces.
7. Encounters with Further and Higher Education.
8. Personal Guidance.

Student Entitlement

All students at Castle Donington College are entitled to access a careers programme that is impartial, inclusive and responsive to individual need.

Students are entitled to:

- Receive careers education appropriate to their age and stage of development.

- Access impartial and independent careers guidance.
- Receive information regarding academic, technical and vocational pathways.
- Participate in meaningful encounters with employers and employees.
- Engage in workplace experiences and work-related learning.
- Access current labour market information.
- Meet a range of education and training providers.
- Receive support with progression planning, applications and transition processes.
- Access targeted support where additional guidance is required.
- Receive targeted support informed by the analysis of destination data for SEND, disadvantaged and vulnerable learners, with the aim of reducing destination gaps between disadvantaged/SEND students and their peers.

Careers Programme Delivery

The College will deliver a progressive programme of careers education from Year 7 to Year 11.

Careers learning will be embedded throughout the curriculum and delivered through:

- Personal Development lessons provide the core structured careers curriculum, ensuring progressive careers learning from Year 7 to Year 11.
- Tutor activities.
- Curriculum lessons.
- Assemblies and themed events.
- Employer encounters.
- Workplace experiences.
- Careers fairs.
- Mock interviews.
- Enterprise and employability activities.
- Further and Higher Education visits.

- Encounters with apprenticeship and training providers.
- Individual careers guidance interviews.

The College recognises that all staff have a role in supporting students' career development and promoting high aspirations.

The College will ensure every year group participates in at least one meaningful employer encounter annually, supported through the Gatsby Benchmark framework.

Equality, Inclusion and NEET Prevention

Castle Donington College is committed to ensuring that all students have equitable access to careers education and guidance.

The College recognises that some students may face additional barriers to progression and is committed to identifying and supporting those learners through targeted intervention.

Particular consideration will be given to ensuring disadvantaged students and students with SEND receive priority access to guidance interviews, employer encounters, workplace experiences and transition support.

Particular consideration will be given to:

- Students with Special Educational Needs and Disabilities.
- Disadvantaged students.
- Looked After Children and previously looked after children.
- Young carers.
- Students with attendance concerns.
- Students vulnerable to disengagement.
- Students identified as being at risk of becoming Not in Education, Employment or Training (NEET).

The College will use attendance, attainment, destination, behaviour and pastoral information to identify students requiring additional support.

Appropriate interventions may include:

- Personal guidance interviews.
- Individual action planning.
- Enhanced transition support.

- Additional careers activities.
- Targeted employer encounters.
- Multi-agency support.
- Increased parental involvement.

The impact of interventions will be monitored through destination and progression data to ensure positive outcomes for all learners.

Employer Engagement Policy

The College recognises employers as essential partners in preparing young people for the world of work.

The College will develop and maintain effective partnerships with employers, employees and industry representatives to ensure students gain meaningful insights into employment opportunities and workplace expectations.

Employer engagement activities may include:

- Careers fair.
- Industry presentations.
- Workplace visits.
- Work experience placements.
- Enterprise projects.
- Curriculum enrichment activities.
- Mock interviews.
- Mentoring opportunities.

Employer engagement will be reviewed regularly to ensure activities remain relevant to local, regional and national labour market needs.

Parent and Carer Engagement

The College recognises the significant influence that parents and carers have on students' career aspirations and decision-making.

The College is committed to providing parents and carers with timely and relevant information to enable them to support their child's progression effectively.

Information will be communicated through:

- College newsletters.
- The College website.
- Parental information evenings.
- Progress evenings.
- Careers events.
- Direct communications and guidance materials.

Post-16 Information Evening

The College will provide an annual Post-16 Information Evening to support students and families in understanding the range of opportunities available upon leaving Castle Donington College.

This event will provide information regarding:

- Sixth Form pathways.
- Further Education Colleges.
- Apprenticeships.
- T Levels.
- Vocational qualifications.
- Employment with training.
- Local labour market opportunities.
- Application and enrolment processes.

Parental Employer Involvement

The College actively welcomes support from parents and carers who are able to contribute to careers education through their professional knowledge, expertise or business connections.

Parents and carers are encouraged to contact the Careers Leader if they wish to:

- Offer work experience placements.
- Support careers events.
- Deliver presentations or workshops.
- Participate in mock interviews.

- Provide workplace visits.
- Contribute to employer engagement activities.

Provider Access

The College will fulfil its responsibilities under the Baker Clause by ensuring that students have access to information regarding the full range of academic and technical pathways available following compulsory education.

Approved providers will be given appropriate opportunities to engage with students and inform them about:

- Sixth Form provision.
- Further Education Colleges.
- Apprenticeships.
- T Levels.
- Technical qualifications.
- Training providers.
- Higher Education opportunities.

A separate Provider Access Policy is published on the College website.

Roles and Responsibilities

Governing Body

The Governing Body is responsible for:

- Ensuring statutory duties are fulfilled.
- Monitoring the effectiveness of careers provision.
- Reviewing destination, participation and Gatsby Benchmark data.
- Holding senior leaders accountable for outcomes.
- Supporting strategic development of careers education.

Careers Link Governor

The Careers Link Governor (Lisa Thorpe) will:

- Meet with the Careers Leader.
- Provide challenge and support regarding careers provision.
- Review destination, participation and NEET data.
- Report on careers provision to the Governing Body.

Senior Leadership Team

The Senior Leadership Team will:

- Ensure careers education remains a strategic priority.
- Support implementation of this policy.
- Allocate appropriate resources.
- Monitor effectiveness and impact.
- Promote a whole-school approach to careers education.

Careers Leader

The Careers Leader will:

- Lead the strategic development of CEIAG.
- Coordinate implementation of the careers programme.
- Monitor Gatsby Benchmark achievement.
- Manage employer engagement.
- Coordinate careers events and work experience.
- Monitor destination outcomes.
- Report annually to governors and senior leaders.
- Lead programme evaluation and improvement.
- Undertake relevant professional qualifications and CPD to ensure careers leadership reflects current national expectations and best practice.

Teaching Staff

Teaching staff will:

- Support the delivery of careers education.
- Promote links between curriculum subjects and careers.
- Challenge stereotypes and encourage aspiration.

- Signpost students to careers opportunities and support.
- Careers Champions within curriculum areas will support the Careers Leader by embedding careers learning within subject areas, promoting labour market information, coordinating employer encounters and evidencing Gatsby Benchmark 4.
- Heads of Department will audit and evaluate curriculum-careers links annually and contribute evidence towards Gatsby Benchmark 4.

Careers Adviser

The Careers Adviser will:

- Provide impartial and independent careers guidance.
- Support progression planning.
- Deliver one-to-one guidance interviews.
- Support students with transition and application processes.

Monitoring, Evaluation and Quality Assurance

The College is committed to the continuous improvement of careers provision through a robust programme of monitoring, evaluation and review.

Evaluation activities will include:

Student Voice

- Student surveys.
- Focus groups.
- Event evaluations.
- Careers guidance feedback.

Parent Voice

- Parent surveys.
- Evaluation of careers and Post-16 events.
- Consultation opportunities.

Staff Voice

- Staff surveys.

- Curriculum reviews.
- Departmental audits.

Employer Voice

- Employer surveys.
- Work experience evaluations.
- Partner feedback.

Quantitative Measures

The College will analyse:

- Gatsby Benchmark outcomes.
- Student engagement data recorded and monitored through Compass+, where appropriate.
- Destination data.
- Participation rates.
- Work experience completion.
- Employer engagement activity.
- NEET figures.

Qualitative Measures

The College will evaluate:

- Student confidence and preparedness.
- Parent satisfaction.
- Employer satisfaction.
- Quality of careers experiences.
- Impact of guidance interventions.

Success Measures

The effectiveness of the careers programme will be measured against the following indicators:

- Sustained positive destination outcomes.

- Reduction in NEET figures.
- Achievement and maintenance of Gatsby Benchmarks.
- Increased participation in careers activities.
- Positive student, staff, parent and employer feedback.
- Effective support for vulnerable students.
- Increased awareness of education, training and employment pathways.
- Successful progression into appropriate Post-16 destinations.

An annual evaluation report will be presented to the Governing Body outlining outcomes, strengths, areas for development and future priorities.

Review of Policy

This policy will be reviewed annually by the Careers Leader in consultation with the Senior Leadership Team and Governing Body.

The review process will consider:

- Changes to statutory guidance.
- Gatsby Benchmark performance.
- Destination data.
- Stakeholder feedback.
- College improvement priorities.

The Governing Body will approve any revisions prior to implementation.
